# Table of Contents

Vision and Mission .................................................................................................................. 3
Baccalaureate of Science (BSN) in Nursing Program Description ........................................... 3
BSN Curriculum Overview ......................................................................................................... 4
BSN Program Outcomes ............................................................................................................ 5
Leveling Outcomes .................................................................................................................... 5
Undergraduate Courses ............................................................................................................ 9
Undergraduate Nursing Courses ............................................................................................... 9
Admission to Basic Program ...................................................................................................... 11
Admission to Program as University College: Nursing or Other College Major ...................... 11
Admission as a Transfer Student .............................................................................................. 12
Basic BSN Progression Plan (Fall Admission) .......................................................................... 13
Basic BSN Progression Plan (Spring Admission) .................................................................... 14
Admission for BS/BA to BSN Program .................................................................................... 15
BS/BA to BSN Progression Plan .............................................................................................. 16
Academic Standards and Progression Policies for Undergraduate Students ......................... 17
Procedure for UNMET Academic Standards ......................................................................... 18
ATI Policy ................................................................................................................................ 18
Laptop Program ....................................................................................................................... 19
Policy for Student Participation in Online Courses .................................................................. 19
Technical Standards .................................................................................................................. 20
Immunizations & CPR Policy ..................................................................................................... 21
Immunization Waiver Form ....................................................................................................... 23
Criminal Background Checks .................................................................................................... 24
Procedure For Criminal Background Checks .......................................................................... 24
Standards of Professional Practice ........................................................................................... 25
Standards of Professional Practice Policy ................................................................................ 25
Procedure for Violations of Standards of Professional Practice in the Classroom or Clinical Setting ......................................................................................................................... 26
Violation of Professional Practice Incident Report .................................................................. 29
Student Follow-Up Incident Report Form ................................................................................ 30
Drug & Alcohol Testing Policy .................................................................................................. 31
Drug & Alcohol Testing Directions for Faculty ........................................................................ 32
Requirements for Faculty Reporting “Reasonable Susicion” of Drug/Alcohol Use ............... 33
Consent Form for Alcohol, Drug, & Substance Testing .......................................................... 35
Health Sciences Center Blood/Bodily Fluids Policy & Requirement ....................................... 36
Policy for Professional Appearance for Nursing Students ...................................................... 37
HIPAA Training Requirement .................................................................................................. 39
Social Media ............................................................................................................................... 39
Fees, Expenses, Housing, Transportation ................................................................................ 39
Financial Aid Information ......................................................................................................... 40
Student Rights Under FERPA for Postsecondary Institutions ............................................... 40
FERPA One Time Use Form ..................................................................................................... 40
Transient Credit Policy & Procedures ...................................................................................... 43
Undergraduate Student Workload Policy ................................................................................ 44
Academic Advising Guidelines ................................................................................................ 45
Student Services Guidelines ...................................................................................................... 46
Graduation with Honors Policy for Undergraduate Program .................................................. 46
Sigma Theta Tau International Honor Society ......................................................................... 47
Student Nurses Association ....................................................................................................... 47
Nursing Student Community Service Guidelines ..................................................................... 48
Undergraduate Handbook Signature Page ............................................................................. 50
Vision and Mission

VISION STATEMENT
West Virginia University School of Nursing envisions optimal health, enhanced quality of life, and excellent health care for the people of West Virginia and the global community.

MISSION STATEMENT
The mission of the WVU School of Nursing is to lead in improving health in West Virginia and the broader society through excellence in student-centered educational programs, research and scholarship, the compassionate practice of nursing, and service to the public and the profession.

Baccalaureate of Science (BSN) in Nursing Program Description

The School of Nursing undergraduate program in nursing is recognized by health care agencies as providing excellent preparation for the nursing profession. Our graduates are in great demand and enjoy a large number of career opportunities. The B.S.N. curriculum includes courses in the humanities, social sciences, basic sciences, and nursing science. These courses are taken in conjunction with nursing clinical courses that enable students to apply their learning to actual patient, family, and community situations that warrant nursing intervention. The curriculum has been carefully designed to equip graduates to begin professional nursing practice with patients of all ages in any health care setting where there is a position for the professional nurse at the start of his or her career. The program also provides an excellent foundation for graduate study in nursing and in other fields.

The baccalaureate program (B.S.N.) is available for high school graduates who aspire to a career in nursing (basic students). It is also available to registered nurses (R.N.s) who are licensed graduates of associate degree or diploma nursing programs seeking to continue their career development, and to individuals with college degrees in other fields who wish to attain the bachelor of science in nursing. The basic B.S.N. program can be completed in four years at WVU’s Morgantown campus or at WVU Institute of Technology. Students at Potomac State and Glenville State College can complete the freshman year of the BSN program at those campuses, and the sophomore, junior, and senior years in Morgantown (Potomac State College), and WVU Tech (Glenville State College).

The B.S./B.A. to B.S.N. accelerated program is available for the college graduate with a degree in a field other than nursing. Following 18 months of continuous enrollment, students attain the B.S.N. degree and are eligible to take the NCLEX-RN licensing examination. The B.S./B.A. to B.S.N. program is offered at WVU in Morgantown.

Registered nurses can complete the B.S.N. requirements online through a completely web based program. Advising for the program can occur at WVU in Morgantown or Charleston and at WVU Tech in Montgomery. Nursing courses for R.N. students are scheduled to provide opportunity for completion of degree requirements in three semesters if non-nursing courses are already completed. Credit may be earned by enrollment and by challenge through advanced placement and portfolio exams.
BSN Curriculum Overview

The BSN curriculum provides learning experiences that move sequentially from simple to complex, build upon previous learning and incorporate concurrent learning from both the social and basic sciences, as well as nursing courses.

There are five core competencies that provide the framework for the BSN curriculum. The core competencies include Critical Thinking, Nursing Interventions, Professional Role, Caring, and Communication. The School of Nursing faculty define these competencies as:

- **Critical Thinking**
  Activity that reflects skills in reasoning, analysis, research, or decision making relevant to the discipline of Nursing.

- **Nursing Interventions**
  Actions based on theoretical knowledge, skills, and professional nursing judgment in the prevention of illness and the restoration and promotion of health.

- **Professional Role**
  Internalization of a set of values, beliefs and leadership behaviors relevant to the discipline of Nursing and consistent with Standards of Nursing practice.

- **Caring**
  An interhuman process in which there is communication of a sincere interest and concern for well-being.

- **Communication**
  The exchange of information within and between systems.

Core competencies include key concepts that are threaded throughout the curriculum:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Scholarship</td>
</tr>
<tr>
<td></td>
<td>Evidence-Based Reasoning</td>
</tr>
<tr>
<td>Nursing Interventions</td>
<td>Safety and Quality</td>
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<tr>
<td></td>
<td>Patient Care Technology</td>
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<td></td>
<td>Health Promotion/Disease Prevention</td>
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<tr>
<td></td>
<td>Health Restoration and Maintenance</td>
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<tr>
<td>Professional Role</td>
<td>Professionalism</td>
</tr>
<tr>
<td></td>
<td>Organization and Systems Leadership</td>
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<td></td>
<td>Health Care Policy, Finance, and Regulation</td>
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<tr>
<td>Caring</td>
<td>Cultural Sensitivity</td>
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<td></td>
<td>Ethics</td>
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<tr>
<td>Communication</td>
<td>Information Management</td>
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<tr>
<td></td>
<td>Professional and Therapeutic Communication</td>
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</tbody>
</table>

The core competencies are reflected in the program outcomes, with each core competency having a program outcome. Each level of the curriculum (freshman, sophomore, junior, and senior) has a level outcome for each of the key concepts. Attainment of course learning outcomes collectively lead to the attainment of level outcomes for each of the key concepts. While core competencies are reflected in each nursing course’s learning outcomes, key concepts are included in all levels but not necessarily each course.
BSN Program Outcomes

**CRITICAL THINKING:** Employs scholarly inquiry and evidence-based reasoning and creativity in the process of assessment, interpretation, analysis, synthesis, evaluation, and inference as a basis for professional nursing practice.

**NURSING INTERVENTIONS:** Ensures quality care by applying theory, evidence-based clinical judgment and decision-making, and patient care technology in the delivery of safe and skilled nursing therapeutics with individuals, families, communities, and populations across the health-illness continuum.

**PROFESSIONAL ROLE:** Demonstrates knowledge, attitudes, professional values, personal qualities and behaviors consistent with the nursing roles of health care designer and coordinator, organization and system leader, and advocate for consumers and the nursing profession.

**CARING:** Provides empathetic, culturally sensitive, and compassionate care for individuals, families, communities, and populations that upholds moral, legal, and ethical humanistic principles.

**COMMUNICATION:** Integrates therapeutic, interpersonal, intraprofessional, interprofessional and informatics communication processes in professional nursing practice.

### Leveling Outcomes

<table>
<thead>
<tr>
<th>CORE COMPETENCY</th>
<th>KEY CONCEPTS/LEVEL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td><strong>Scholarship:</strong></td>
</tr>
<tr>
<td></td>
<td>Level 1 (Freshman)</td>
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<tr>
<td></td>
<td>• Discuss selected theories drawn from liberal arts, nursing, and other health professions.</td>
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<tr>
<td></td>
<td>• Describe the elements of the critical thinking process.</td>
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<tr>
<td></td>
<td>Level 2 (Sophomore)</td>
</tr>
<tr>
<td></td>
<td>• Understand the theory-practice-research triad.</td>
</tr>
<tr>
<td></td>
<td>Level 3 (Junior)</td>
</tr>
<tr>
<td></td>
<td>• Apply the theory-practice-research triad to providing nursing care to individuals and</td>
</tr>
<tr>
<td></td>
<td>families experiencing life transitions or alterations in health across the lifespan.</td>
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<tr>
<td></td>
<td>Level 4 (Senior)</td>
</tr>
<tr>
<td></td>
<td>• Apply and integrate the theory-practice-research triad into nursing care in complex</td>
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<tr>
<td></td>
<td>systems.</td>
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<tr>
<td></td>
<td><strong>Evidence-Based Reasoning:</strong></td>
</tr>
<tr>
<td></td>
<td>Level 1 (Freshman)</td>
</tr>
<tr>
<td></td>
<td>• Discuss the retrieval and appraisal of evidence from a variety of sources.</td>
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<tr>
<td></td>
<td>Level 2 (Sophomore)</td>
</tr>
<tr>
<td></td>
<td>• Describe the basic elements of the research process and models for applying evidence to</td>
</tr>
<tr>
<td></td>
<td>clinical practice.</td>
</tr>
<tr>
<td></td>
<td>• Use the nursing process to plan, implement, and evaluate care in simple nursing situations.</td>
</tr>
<tr>
<td></td>
<td>Level 3 (Junior)</td>
</tr>
<tr>
<td></td>
<td>• Use evidence from credible sources to make sound clinical judgments in the delivery of</td>
</tr>
<tr>
<td></td>
<td>nursing care to individuals and families experiencing life transition or alterations in</td>
</tr>
<tr>
<td></td>
<td>health across the life span.</td>
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</table>
### Nursing Interventions

<table>
<thead>
<tr>
<th>Level 4 (Senior)</th>
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</thead>
<tbody>
<tr>
<td>• Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning implementing, and evaluating outcomes of care in complex systems.</td>
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</table>

### Safety and Quality:

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
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</thead>
<tbody>
<tr>
<td>• Discuss the basic principles that contribute to a culture of patient care safety.</td>
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<table>
<thead>
<tr>
<th>Level 2 (Sophomore)</th>
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<tbody>
<tr>
<td>• Demonstrate the application of skills for the safe delivery of patient care.</td>
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<thead>
<tr>
<th>Level 3 (Junior)</th>
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</thead>
<tbody>
<tr>
<td>• Provide evidence based nursing care that contributes to safe and high quality patient outcomes to individuals and families experiencing life transition or alterations in health across the life span.</td>
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<table>
<thead>
<tr>
<th>Level 4 (Senior)</th>
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</thead>
<tbody>
<tr>
<td>• Create a safe care environment that results in high quality patient outcomes in complex systems.</td>
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</table>

### Patient Care Technology

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
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<tbody>
<tr>
<td>• Describe the use of technology as it pertains to the health care environment.</td>
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<table>
<thead>
<tr>
<th>Level 2 (Sophomore)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate skill in the use of technology in basic nursing care.</td>
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</table>

<table>
<thead>
<tr>
<th>Level 3 (Junior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use patient care technology to deliver safe and effective care to individuals and families experiencing life transition or alterations in health across the life span.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 (Senior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply patient care technologies to address the needs of diverse patient populations in complex systems.</td>
</tr>
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</table>

### Health Promotion/Disease Prevention

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
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</thead>
<tbody>
<tr>
<td>• Describe current state and national health promotion/disease prevention initiatives.</td>
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<table>
<thead>
<tr>
<th>Level 2 (Sophomore)</th>
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<tbody>
<tr>
<td>• Describe and begin to implement nursing interventions that promote health, prevent illness or injury.</td>
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<table>
<thead>
<tr>
<th>Level 3 (Junior)</th>
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</thead>
<tbody>
<tr>
<td>• Utilize nursing strategies to promote health and/or prevent disease and injury with individuals and families experiencing life transitions or alterations in health.</td>
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<table>
<thead>
<tr>
<th>Level 4 (Senior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a health promotion/disease prevention intervention to address the needs of diverse communities and populations.</td>
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### Health Restoration and Maintenance:

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
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<tbody>
<tr>
<td>• Describe national, state, and local patterns of chronic disease.</td>
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<table>
<thead>
<tr>
<th>Level 2 (Sophomore)</th>
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<tbody>
<tr>
<td>• Describe and begin to implement the principles of basic nursing care to restore and maintain health.</td>
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<table>
<thead>
<tr>
<th>Level 3 (Junior)</th>
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</thead>
<tbody>
<tr>
<td>• Deliver patient-centered nursing care that restores and maintains health in individuals and families experiencing life transitions or alterations in health.</td>
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<table>
<thead>
<tr>
<th>Level 4 (Senior)</th>
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<tbody>
<tr>
<td>• Implement patient-centered care that restores and/or maintains the health of individuals and families experiencing complex alterations in health.</td>
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<tr>
<td>Professional Role</td>
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| Organization and Systems Leadership: |
| Level 1 (Freshman) |
| • Describe the structure and organization of health and nursing care delivery in the U.S. |
| Level 2 (Sophomore) |
| • Demonstrate basic leadership skills (communication, problem solving) in simple nursing situations. |
| Level 3 (Junior) |
| • Apply leadership skills as the designer and provider of nursing care to individuals and families experiencing life transitions or alterations in health. |
| Level 4 (Senior) |
| • Demonstrate the leadership skills of delegation, coordination, collaboration, and decision-making as a health care coordinator or leader within a complex system. |

| Health care policy, finance, and regulation: |
| Level 1 (Freshman) |
| • Describe local, state, national, and global trends in health care. |
| Level 2 (Sophomore) |
| • Describe professional standards and state and national rules and regulations that govern professional nursing practice. |
| Level 3 (Junior) |
| • Describe policy, financial, and regulatory influences that impact the design and delivery of nursing care to individuals and families experiencing life transitions or alterations in health. |
| Level 4 (Senior) |
| • Identify the influence of economic, legal, and political factors on the coordination and delivery of nursing care in complex systems. |

<table>
<thead>
<tr>
<th>Caring</th>
<th>Cultural Sensitivity:</th>
</tr>
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<tbody>
<tr>
<td>Level 1 (Freshman)</td>
<td></td>
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<tr>
<td>• Identify own values/beliefs as they relate to caring.</td>
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<tr>
<td>• Describe the practice of nursing based on a concept of caring as presented in literature.</td>
<td></td>
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<tr>
<td>• Identify the influence of culture on values and beliefs.</td>
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<tr>
<td>Level 2 (Sophomore)</td>
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<tr>
<td>• Identify how personal and/or professional values and beliefs can impact nursing care.</td>
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<tr>
<td>• Begin to develop culturally sensitive care plans.</td>
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<tr>
<td>Level 3 (Junior)</td>
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<tr>
<td>• Provide culturally sensitive nursing care to individuals and families experiencing life transitions or alterations in health across the lifespan.</td>
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<tr>
<td>Level 4 (Senior)</td>
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</tbody>
</table>
- Provide culturally sensitive nursing care in complex systems.

**Ethics:**
- Level 1 (Freshman)
  - Describe common ethical principles and issues in health care.
- Level 2 (Sophomore)
  - Describe and begin to apply basic ethical principles in nursing situations.
- Level 3 (Junior)
  - Apply ethical principles to individuals and families experiencing life transitions or alterations in health across the lifespan.
- Level 4 (Senior)
  - Apply ethical principles when providing nursing care in complex systems.

**Communication**

<table>
<thead>
<tr>
<th>Information Management:</th>
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<tbody>
<tr>
<td>Level 1 (Freshman)</td>
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<tr>
<td>- Describe basic principles of IM as they pertain to health care.</td>
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<tr>
<td>Level 2 (Sophomore)</td>
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<tr>
<td>- Utilize clinical information systems in simple nursing situations.</td>
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<tr>
<td>Level 3 (Junior)</td>
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<tr>
<td>- Use information management systems in the care of individuals and families experiencing life transitions or alterations in health.</td>
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<tr>
<td>Level 4 (Senior)</td>
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<tr>
<td>- Use information systems that support safe nursing practice in complex systems.</td>
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**Professional and Therapeutic Communication:**
- Level 1 (Freshman)
  - Explain the process of communication and its use in health care.
- Level 2 (Sophomore)
  - Describe and begin to apply the processes of professional and therapeutic communication in nursing situations.
- Level 3 (Junior)
  - Apply the processes of professional and therapeutic communication with other health professionals and with patients and families experiencing alterations in health across the lifespan.
- Level 4 (Senior)
  - Apply the processes of professional and therapeutic communication to optimize patient outcomes in complex systems.
Undergraduate Courses

Undergraduate Nursing Courses

Required Basic BSN and BS/BA to BSN Courses

100. Introduction to Nursing. 2 hr. Introduction to the role of the nurse in modern health care: critical thinking, nursing interventions, professionalism, caring, and communication in nursing practice with emphasis on safety, quality, health, culture, ethics, leadership, policy.

211. Health Assessment and Communication. 6 hr. PR: N100; sophomore standing in the nursing program; Co-req: NBAN 207. Examination of concepts, principles, processes, and models that guide nursing practice related to physical, psychosocial, spiritual, developmental, intellectual assessment and communication across the lifespan in the classroom, simulation, and various clinical settings.

212. Foundations of Nursing Practice. 6 hr. PR: N211. Theories, concepts, principles, and processes that lay the foundation for critical thinking, nursing interventions, communication, professional role and caring in the practice of nursing. Application of the nursing process in classroom, simulation and clinical settings.

276. Evidence Based Practice and Research. 3 hr. PR: N211, and STAT 201 or STAT 211. Theory, concepts, and methods of the research process intended to provide a basic understanding that is necessary for the translation of current evidence into nursing practice.

310. Women’s Health Across the Lifespan. 4 hr. PR: N212; junior standing in the nursing program; Co-req: N311, N376. Human response to normal and abnormal changes in health status across the female lifespan and adaptations of the childbearing family. Provision of holistic nursing care to women and childbearing families in the clinical area.

311. Alterations in Adult Health 1. 6 hr. PR: N212; junior standing in the nursing program; Co-req: N310, N376. Pathophysiology and holistic nursing care of adults experiencing acute and chronic problems. Use of the nursing process to plan and provide interventions appropriate to health care needs in the clinical setting.

312. Alterations in Adult Health 2. 6 hr. PR: N311, N376; junior standing in the nursing program; Co-req: N320, N360. Builds on Alterations in Adult Health I, using critical thinking and nursing process in a team-based learning format, paired with clinical application, to explore holistic nursing care of adults with acute and chronic health problems.

320. Child and Adolescent Health. 4 hr. PR: N393F/311, N376; junior standing in the nursing program; Co-req: N312, N360. Human response to alterations in health, developmental needs, and family-centered care specific to pediatric population with emphasis on the professional nursing role, evidence-based reasoning, therapeutic communications, and caring.

360. Ethics and Health Policy. 3 hr. PR: ENGL 102; junior standing in the nursing program; Co-req: N312, N320. Ethical decision-making in health care situations across the lifespan, including palliative and end of life care. Health care policy, legal, and regulatory issues are discussed. Emphasizes professional writing skills.

376. Pharmacology. 3 hr. PR: N212; junior standing in the nursing program; Co-req: N311, N310. Principles of pharmacology emphasizing scholarly inquiry and evidence-based reasoning to insure accurate knowledge of and administration of medications to individuals and families across the lifespan. Pharmacological management is analyzed in conjunction with pathophysiology.

411. Nursing in Complex Community Systems. 7 hr. PR: N276, N310, N312, N320, N360; senior standing in the nursing program. Comprehensive theoretical introduction to community health nursing paired with clinical experience focused on promoting health and preventing disease in multiple populations. Culminates in a Capstone project that addresses an identified community health need.


460. Care of the Critically Ill Patient. 4 hr. PR: N312, N411, N450. Focuses on the professional nursing role in supporting individuals and families experiencing complex physiological alterations in health. Paired with clinical experiences supporting individuals and families in critical care settings.

486. NCLEX Review. 1 hr. PR: Senior standing in Nursing. [This course is taken during the last semester of the BSN program.] Focus is on achievement of professional success by preparing for RN licensure. Preparation for NCLEX will be the focus of this course by enhancing NCLEX testing skills.

ELECTIVES

400. Spirituality and Health. 3 hr. Mind/body/spirit issues will be critically examined as they impact health and wellness of patients. Students will participate in experiential exercises and discussion to reflect on their own spiritual journey and how it is impacts their achievement of optimal wellness as well as identify their attitudes, values, beliefs and behaviors with respect to these issues.

480. Core Concepts in Gerontological Nursing. 2 hr. PR: N211, N212; junior or senior level standing in nursing. Examination of patient specific concepts, nursing assessments, interventions, and models of care that guide nursing practice related to the holistic care of the older adult.

481. Introduction to Cardiac Nursing. 2 hr. PR: Junior or senior level standing in nursing. Focus is on normal and abnormal cardiac physiology, the treatment of abnormal cardiac function, and the nursing care of the cardiac patient.

482. Concepts of Palliative Care Nursing. 2 hr. PR: Senior level standing in nursing. The nursing care of the patient across the lifespan with a diagnosis that requires palliative care.

483. Holistic and Integrative Nursing. 2 hr. PR: Junior level standing in nursing. Theory and principles of holistic nursing, focusing on the multifaceted nature of health and on consideration of the patient/client as a whole being. In addition an overview of more common alternative/complementary health therapies will be presented, together with scientific evidence related to risks and benefits of use of these therapies.

484. Care of the Diabetic Patient. 2 hr. PR: Senior level standing in nursing. The nursing care of the patient with diabetes.

485. Children with Complex Health Needs. 2 hr. PR: N320. The nursing care of children with complex acute and chronic health problems with a focus on decision making using a case study problem based learning approach.

487. Movies and Mental Health. 2 hr. Representations of psychopathological states in films within the context of contemporary social issues such as stigma and discrimination. Examination of personal biases towards psychiatric illnesses and how biases interfere with advocacy roles of practicing nurses.
Admission to Basic Program

Applicants are eligible to enter the BSN Program as Freshmen. Admission is based on a combination of high school grade point average and composite ACT or total SAT scores in a single testing session. Students admitted into the nursing major as Freshmen have a total of four semesters to complete the required Freshman course work.

High school students eligible for admission to the University are admitted directly into nursing if they meet the following criteria:

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<tr>
<th>GPA</th>
<th>ACT</th>
<th>-or-</th>
<th>SAT</th>
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<tbody>
<tr>
<td>3.8 or higher</td>
<td>25 composite</td>
<td>-or-</td>
<td>1140 Combined Critical Reading and Math</td>
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<tr>
<td>3.6-3.79</td>
<td>26 composite</td>
<td>-or-</td>
<td>1180 Combined Critical Reading and Math</td>
</tr>
<tr>
<td>3.5-3.59</td>
<td>28 composite</td>
<td>-or-</td>
<td>1260 Combined Critical Reading and Math</td>
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In addition, students must have completed these high school credits required by the University:

**Units (Years)**

<table>
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<tr>
<th>Units</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>English (including courses in grammar, composition, and literature)</td>
</tr>
<tr>
<td>3</td>
<td>Social studies (including U.S. history)</td>
</tr>
<tr>
<td>3</td>
<td>College preparatory mathematics (algebra I, algebra II, and plane geometry)</td>
</tr>
<tr>
<td>2</td>
<td>Laboratory science (biology, chemistry, physics, or other courses with a strong laboratory science orientation)</td>
</tr>
</tbody>
</table>

High school students eligible for pre-nursing status will need to have the following requirements:

<table>
<thead>
<tr>
<th>GPA</th>
<th>ACT</th>
<th>-or-</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 or higher</td>
<td>21 composite</td>
<td>-or-</td>
<td>990 Combined Critical Reading and Math</td>
</tr>
<tr>
<td>3.0-3.19</td>
<td>23 composite</td>
<td>-or-</td>
<td>1070 Combined Critical Reading and Math</td>
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</tbody>
</table>

Admission to Program as University College: Nursing or Other College Major

High school students not eligible for direct admission and college students from other majors may apply for admission after one semester or more of college course work. Admission consideration in this case is dependent upon:

- A minimum GPA of 3.0 on all college work attempted
- Completion of required prerequisite courses from any accredited college or university with a grade of C or better

**Prerequisites:** English Composition (3 cr.), Intro. To Psyc (3 cr.), Intro. To Nursing (2 cr.), College Algebra (3 cr.), Chemistry with lab (8 cr.), General Biology with lab (4 cr.), Anatomy and Physiology (4 cr.), Intro. to Sociology or Anthropology (3 cr.). Statistics is in the freshman progression plan but is not a pre-requisite for admission to sophomore year. Developmental Psyc. and Nutrition are no longer pre-reqs. and are taken in the sophomore year.

- Space available in the class

Complete applications including transcripts must be received by January 15 of the year the candidate wishes to be admitted. Spaces are limited and the most qualified applicants are admitted. Qualified applicants who are competitive with other applicants in the applicant pool will be invited for an interview. An invitation for an interview does not guarantee admission. Preference will be given to applicants who have completed or are enrolled in the nursing pre-requisite courses at the time of admission. Applicants will be admitted to either the Fall or Spring semester and must maintain a 3.0 total GPA and 3.0 pre-requisite GPA as a provision of their admission.
Admission as a Transfer Student

An applicant with nursing credit from an accredited college or university is eligible for consideration for admission by presenting a record of courses comparable to those required in this curriculum and meeting other School of Nursing admission requirements. The applicant must provide a statement of good standing from the program in which currently enrolled. Students must have a minimum overall GPA of 3.0 on all college level coursework, a minimum GPA of 3.0 in the previous nursing program, and all nursing and pre-requisite non-nursing courses must have been passed with a grade of “C” or higher. Acceptance and placement in the program are dependent on the individual’s academic record and the number of spaces available in the program. Spaces are extremely limited. Transfer students must attend a transfer student orientation. Application should be initiated at least 6 months in advance of the semester for which the applicant is applying. Candidates apply to ATTN: Nursing Secretary, HSC Office of Admissions, 1170 WVU Health Sciences Center North, P.O. Box 9815, Morgantown, WV 26506-9815, requesting consideration for advanced placement as a transfer student.
Basic BSN Progression Plan (Fall Admission)

**PRE-NURSING**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
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<tr>
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<td>+CHEM 112</td>
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<tr>
<td>+BIOL 102/104</td>
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<td>+NBAN 107</td>
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<tr>
<td>*+PSYC 101</td>
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<td>*+SOCA 101 or 105</td>
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<tr>
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<td>*+ENGL 101</td>
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<tr>
<td>+WVUe 191</td>
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**SOPHOMORE LEVEL**

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<th>Fall</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>NSG 211 Health Assessment &amp; Communication</td>
<td>6</td>
<td>NSG 212 Foundations of Nursing Practice</td>
<td>6</td>
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<tr>
<td><strong>PSYC 241</strong></td>
<td>3</td>
<td>NSG 276 Intro. To Evidence Based Practice and Research</td>
<td>3</td>
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<tr>
<td>NBAN 207</td>
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<td><strong>HN&amp;F 171</strong></td>
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<td>MICB 200</td>
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<td><strong>ENGL 102</strong></td>
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**JUNIOR LEVEL**

<table>
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<tr>
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<th>Fall</th>
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<tbody>
<tr>
<td>NSG 311 Alterations in Adult Health 1</td>
<td>6</td>
<td>NSG 312 Alterations in Adult Health 2</td>
<td>6</td>
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<tr>
<td>NSG 310 Women’s Health Across the Lifespan</td>
<td>4</td>
<td>NSG 320 Child and Adolescent Health</td>
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<td>NSG 376 Pharmacology</td>
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<td>NSG 360 Ethics and Health Care Policy</td>
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<td>GEC</td>
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**SENIOR LEVEL**

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<tr>
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<tbody>
<tr>
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<td>4</td>
<td>NSG 460 Care of the Critically Ill Patient</td>
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<tr>
<td>NSG 411 Nursing in Complex Community Systems</td>
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<td>NSG 412 Leadership in Complex Systems</td>
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<tr>
<td>Nursing Elective</td>
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<td>GEC</td>
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<td>GEC</td>
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<td>15</td>
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</table>

*Can be taken Fall or Spring Semester
+Required with grade of C or better before enrollment in Sophomore nursing courses
**Pre- or Co-requisites with sophomore courses. Must be completed with C or better to progress to Junior level.

**TOTAL CREDITS 128 -- Nursing credits = 68**

Non-nursing credits = 60
# Basic BSN Progression Plan (Spring Admission)

## PRE-NURSING

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Fall 2</th>
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</thead>
<tbody>
<tr>
<td>+CHEM 111</td>
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<td>+CHEM 112</td>
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<tr>
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<tr>
<td>+WVUe 191</td>
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<td>*+NSG 100</td>
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</table>

Total Credits 15

## SOPHOMORE LEVEL

<table>
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<tbody>
<tr>
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<td><strong>HN&amp;F 171</strong></td>
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<tr>
<td>GEC</td>
<td><strong>ENGL 102</strong></td>
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Total Credits 15

## JUNIOR LEVEL

<table>
<thead>
<tr>
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<th>Fall</th>
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<tr>
<td>NSG 310 Women's Health Across the Lifespan</td>
<td>NSG 320 Child and Adolescent Health</td>
</tr>
<tr>
<td>N376Pharmacology</td>
<td>NSG 360 Ethics and Health Care Policy</td>
</tr>
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</table>

Total Credits 13

## SENIOR LEVEL

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<thead>
<tr>
<th>Spring</th>
<th>Fall</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Nursing Elective</td>
<td>NSG 486 Preparation for Licensure</td>
</tr>
</tbody>
</table>

Total Credits 13

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*Can be taken Fall or Spring Semester
+Required with grade of C or better before enrollment in Sophomore nursing courses
**Pre- or Co-requisites with sophomore courses. Must be completed with C or better to progress to Junior level.

TOTAL CREDITS 128 -- Nursing credits = 68  
Non-nursing credits = 60
Admission for BS/BA to BSN Program

Applicants for the BS/BA to BSN Program must have a baccalaureate degree from an accredited college or university with a cumulative grade point average of at least 3.0 on a 4.0 scale. Acceptance is dependent upon space available in the program, and the most qualified applicants are accepted.

Qualified applicants who are competitive with other applicants in the applicant pool will be invited for an interview. An invitation for an interview does not guarantee admission. Preference will be given to applicants who have completed or are enrolled in the nursing pre-requisite courses at the time of admission. Check the School of Nursing website for the application deadline.

The following prerequisite courses must be completed with a grade of “C” or better prior to enrollment, and must have a cumulative average of at least 3.0 for the prerequisite courses:

- English 101 and 102: 6 credit hours
- Biology: 3-4 credit hours
- Chemistry: 3-4 credit hours
- Human Physiology: 3-4 credit hours
- Human Anatomy: 3-4 credit hours
- Microbiology: 3-4 credit hours
- Statistics: 3 credit hours
- Introductory Psychology: 3 credit hours
- Intro. Sociology or Intro. Anthropology: 3 credit hours
- Developmental Psychology Across the Lifespan: 3 credit hours
- Human Nutrition: 3 credit hours
- College Algebra: 3 credit hours
BS/BA to BSN Progression Plan

**SOPHOMORE LEVEL**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 211 Health Assessment &amp; Communication</td>
<td>6</td>
</tr>
<tr>
<td>NSG 212 Foundations of Nursing Practice</td>
<td>6</td>
</tr>
<tr>
<td>NSG 276 Intro to Evidence Based Practice &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>15</td>
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</table>

**JUNIOR LEVEL**

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 311 Alterations in Adult Health 1</td>
<td>NSG 312 Alterations in Adult Health 2</td>
</tr>
<tr>
<td>NSG 310 Women’s Health Across the Lifespan</td>
<td>NSG 320 Child and Adolescent Health</td>
</tr>
<tr>
<td>NSG 376 Pharmacology</td>
<td>NSG 360 Ethics and Health Care Policy</td>
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<tr>
<td>Total Credits</td>
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**SENIOR LEVEL**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>NSG 450 Alterations in Mental Health</td>
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<tr>
<td></td>
<td>NSG 486 Preparation for Licensure</td>
</tr>
<tr>
<td>Total Credits</td>
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</tr>
</tbody>
</table>

**TOTAL CREDITS 64**
Academic Standards and Progression Policies for Undergraduate Students

Policy on Grading

1. The grading policy will be clearly stated in the syllabus for each nursing course.
2. The grading scale for nursing courses using letter/numerical values will be:
   A = 93-100, B = 85-92, C = 77-84, D = 70-76, F = 69 and below.

Academic Standards for undergraduate Nursing students include:

1. Must maintain an overall GPA of at least 3.0.
2. Must earn a C or better in required nursing courses and required pre- or co-requisite non-nursing courses.
3. May repeat only once a nursing course or a required pre- or co-requisite non-nursing course in which a grade of D, F, W or WU has been received.
4. Must complete with a grade of C or better any required nursing course or any required pre- or co-requisite non-nursing course in which a grade of D, F, W, or WU has been received.
5. May repeat only one nursing course throughout the curriculum.

Progression Policies and Procedures for undergraduate Nursing students include:

1. Students who do not maintain an overall GPA of at least 3.0 will be placed on probation for one semester.
2. Students who do not raise their overall GPA to 3.0, after one semester on probation, will be dismissed from the School of Nursing.
3. Nursing courses and pre- and co-requisite courses in which students earn a grade of D, F, W or WU must be repeated prior to the student’s progression to the next semester in the nursing sequence. Nursing courses must be repeated in the next Spring or Fall semester that the course is offered.
4. Students who repeat a nursing course or a required pre- or co-requisite non-nursing course and earn a grade of D, F, W or WU will be dismissed from the School of Nursing.
5. Any general education course that is not a pre- or co-requisite of nursing courses and in which a grade less than C has been earned must be repeated for a grade of C or better if the course is to be counted toward graduation requirements.
6. The above policies and academic standards apply to freshmen admitted directly to the Nursing major; however, direct admit freshmen have a maximum time of four regular semesters (Fall/Spring) to complete freshman year requirements. Students who exceed this maximum time will be dismissed from the program. To progress to the sophomore year of the program, freshmen must have at least a 3.0 overall GPA, and an overall GPA of 3.0 in all required prerequisite courses.
Procedure for UNMET Academic Standards

When academic standard violations do not warrant dismissal from the program.

The student meets with the advisor to discuss options and approaches to improving performance. Options will depend on the nature of the problem.

1. Insufficient GPA; grade less than C in required pre- and co-requisite non-nursing courses.
   Examples of University resources that may be advised include Undergraduate Academic Counselor, TIPS tutoring, Math Lab, Reading Lab, Writing Lab, Counseling Center, Disability Services. Options and approaches presented are documented by the advisor in the student's advising file.

2. Students have the right to appeal final grades according to the policy stated in the Undergraduate Catalog at [http://coursecatalog.wvu.edu/](http://coursecatalog.wvu.edu/).

When unmet academic standards result in dismissal from the program.

A student dismissed from the program for failing to meet any of the five academic standards will be informed by the Associate Dean for Undergraduate Programs of process options. Decisions may be appealed to the Dean of the School of Nursing according to the Undergraduate Catalog. The final authority for dismissal from a Health Sciences Center program is the Chancellor for Health Sciences.

ATI Policy

All students are required to take standardized tests as part of course requirements in didactic nursing courses. The score on the standardized test is part of the course grade. Students who score below Level 2 on the standardized test are required to complete individualized remediation. In N486, students are required to take a comprehensive examination that becomes part of the course grade. All students are given an individualized remediation plan in order to help them prepare for the NCLEX-RN® licensure exam.

1. **Minimal competency**
   a. Level 2 on Content Master exams
   b. 91% likelihood of passing NCLEX on RN Comprehensive Exam

2. **Use of Content Mastery Exams in didactic courses**
   a. Content Mastery exam will count as 10% of the course grade.
   b. Test 1:
      i. Level 3 score = 10/10 points
      ii. Level 2 score = 9/10 points
      iii. Level 1 or below = 0 points, expected remediation, required retesting
   c. Retest:
      i. Level 2 score and above = 7/10 points
      ii. Level 1 score = 3/10 points
      iii. Below Level 1 = 0 points
   d. Remediation
i. Follow focused review plan based on Test 1 results with faculty guidance
ii. Level 1 score: Attend group session on test taking strategies
iii. Below Level 1 score: Meet individually with Academic Counseling Coordinator (or equivalent at regional campuses)

3. Use of RN Comprehensive in N486 (NCLEX Review)
   a. Test 1:
      i. If achieve 91% likelihood of passing NCLEX: Pass the course if other required assignments (practice tests, Live Review) have been completed.
      ii. Less than 91% likelihood:
          1. Follow focused review based on exam results with faculty guidance
          2. Meet with faculty mentor or Academic Counseling Coordinator (or equivalent at WVU-Tech)
          3. Retest
   b. Retest: given during finals week
      i. If achieve 91% likelihood of passing NCLEX: Pass the course if other required assignments (practice tests, live Review) have been completed
      ii. Less than 91% likelihood: Incomplete in NSG 486. Pass NSG 486 after providing documentation of completion of Virtual ATI with verification of NCLEX readiness.

4. Absence from ATI exams
   a. Make-up dates cannot be scheduled for ATI exams.
   b. If the student misses Test 1, the student will earn 0 points and will take the test on the retest date. Scoring on the retest will be:
      i. Level 3 score = 10/10 points
      ii. Level 2 score = 9/10 points
      iii. Level 1 or below = 0 points
   c. If the student is required to retest because of the Test 1 score and misses the retest, the score from Test 1 will be the ATI test score earned for the course.

Laptop Program

All BSN and BS/BA to BSN students on the Morgantown campus will be issued a laptop computer, and will be enrolled in the School of Nursing Laptop Program. Students will be issued a Policies and Procedures Manual for the program and must sign the Acceptance Statement in the Manual prior to the start of classes.

Policy for Student Participation in Online Courses

Students in online courses have the professional responsibility to devote their full attention to the class while it is in session, just as they would in a traditional classroom setting. Students may not engage in patient care in the workplace while attending an online class session. If a student is permitted by an employer to participate in an online course during working hours, he or she must do so away from the clinical setting and only after being completely relieved of patient responsibilities. Students will not be permitted to make up course work or testing that is missed if called back to the workplace unless arrangements have been made with the course faculty member ahead of time.
Technical Standards

Students admitted to the School of Nursing are expected to be able to complete curriculum requirements which include physical, cognitive and behavioral skills that are essential to the functions of the entry-level professional nurse. Any candidate who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the WVU Office of Disability Services concerning any flexibility in program requirements, and possible accommodation through technical aids and assistance.

Candidates for the BSN degree must have somatic sensation and the functional use of the senses of vision and hearing. Candidates’ assessment skills will be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities listed in the sections that follow.

A candidate for the BSN degree must have abilities and skills of five varieties including observation; communication; motor; conceptual, including integrative and quantitative; and behavioral and social. Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.

If any change occurs in the student’s ability to perform these skills, the Associate Dean for Undergraduate Programs must be notified. The student will be required to provide documentation from a health care provider noting any restrictions or necessary accommodations.

I. **Observation:**

The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a client accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. **Communication:**

A candidate should be able to speak, to hear, and to observe clients in order to elicit information, describe changes in mode, activity and posture, and perceive non-verbal communications. A candidate must be able to communicate effectively and sensitively with clients. Communication includes not only speech, but reading and writing. The candidate needs to be able to communicate effectively and efficiently in oral and written form with clients, families, peers, and other members of the health care team.

III. **Motor:**

Candidates should have sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate should be able to execute motor movements reasonably required to perform general care and emergency treatment of clients. Examples of emergency treatment reasonably required are cardiopulmonary resuscitation, the administration of intravenous medications, and the manipulation of life support devices. Such actions require coordination of both gross and fine muscular movements, equilibrium, functional use of the senses of touch and vision, and the ability to think critically.
IV. **Intellectual-Conceptual, Integrative and Quantitative Abilities:**

These abilities include measurement, calculation, reasoning, analysis and synthesis. Critical thinking and problem solving skills demanded of nurses require all of these intellectual abilities.

V. **Behavioral and Social Attributes:**

A candidate must possess the emotional health required for full utilization of his/her prompt completion of all responsibilities attendant to the care of clients; and the development of mature, sensitive, and effective relationships with clients.

**Immunizations & CPR Policy**

**Policy**

In order to safeguard students in the healthcare provider role and to protect patients, all students enrolled in the School of Nursing Program at West Virginia University must meet the following requirements for immunization screening and have a current CPR certification before providing patient care.

**Procedure**

Official documentation is from physician, health clinic, etc. (parental written documentation of immunization records is not considered adequate).

1. Official documentation of tetanus and pertussis immunization within the last 10 years.

2. Official documentation of initial immunization and booster of Measles, Mumps and Rubella unless born before 1957. If official documentation cannot be produced the immunization will be required with documentation from the health care provider who provided the immunization. Initial immunization must have been after 12 months of age.

3. Official documentation of immune (IgG) antibody titers indicating immunity to: Rubeola, Mumps, Rubella if no official evidence of immunization or born before 1957.

4. Documentation of date of disease of Varicella or initial and booster immunization (at least one month apart) for Varicella. Documentation of immune (IgG) antibody titer of Varicella if no official evidence of immunization or date of disease.

5. Official documentation of a complete series (3) of Hepatitis B and documentation of immune antibody titer. The absence of Hepatitis B antibody titer shall be an indicator that the series needs to be repeated, not to exceed 2 full series. The post series Hepatitis B titer is to be done 2 months after the third dose.

6. Official documentation of PPD placed within the past year. If there is no documentation of PPD within the past year, two-step testing is required. The second test is to be performed 1-3 weeks after the first test and the appropriate documentation provided. PPD must be updated annually and Student Services provided with the appropriate documentation.

7. If the student has a positive reaction or has a history of BCG infection, the PPD is not repeated. Attach a statement from the health care provider verifying chest x-ray results and safe status to practice. An annual assessment must be performed by a health care provider and documentation provided for continued safe status for nursing practice.
8. For basic BSN and BS/BA to BSN, documentation by November 1 each year of immunization against influenza during the Fall semester.

9. Any student who declines immunizations for religious or other reasons is required to sign a waiver.

9. Documentation of current CPR certification for adult, child and infant. Renewal every year or every two years as noted on the provider card.

10. Students will provide documentation of immunizations and CPR Certification in the Immunization Tracker on the Certified Background Check website.
Immunization Waiver Form

STUDENT’S RELEASE UPON REFUSAL OF TREATMENT

For the reason stated below, I ______________________________________________________ refuse treatment of receiving the immunization against ________________________________.

The reason for my refusal to consent to such procedure is:

___________________________________________________________________________

___________________________________________________________________________

I understand that it is the considered opinion of the qualified professional(s) that the possible/probable consequences of my refusal is:

1. Risk of infection with

___________________________________________________________________________

2. Transmit this contagious disease to other patients or colleagues.

Despite the chance that my health may be negatively affected, I request that my refusal be honored, and I hereby release the West Virginia University School of Nursing, the West Virginia University Health Services, and all health personnel directly or indirectly involved in my case from all liability that might otherwise be asserted as a result of not providing the above described care.

I attest that I am of full age _______(years) and am mentally competent to make such a determination.

STUDENT’S NAME: ____________________________________________________________

STUDENT’S SOCIAL SECURITY NUMBER: _________________________________

DATE: __________________

WITNESS: ___________________________
Criminal Background Checks

Students are required by the clinical agencies to undergo a criminal background check prior to clinical experiences. Felony convictions and some serious misdemeanors may preclude participation in clinical rotations. This could, in turn, prevent the completion of clinical course requirements and completion of the nursing program.

In addition, the State of West Virginia Board of Examiners for Registered Professional Nurses requires that applicants for licensure undergo a criminal background check and answer the following question: *Have you EVER been convicted of a felony or a misdemeanor or pled nolo contendere to any crime, had record expunged or been pardoned?* An application that indicates a criminal history is considered a non-routine application and must be reviewed by the Board staff and possibly referred to the Board’s Disciplinary Review Committee.

Procedure For Criminal Background Checks

1. Undergraduate students will have a criminal background check before beginning clinical courses.

2. Upon admission to clinical nursing courses on the Morgantown campus, undergraduate students will be directed to the Certified Background Check website to complete the required criminal background check. Results of the background check must be available to the School of Nursing before the student may participate in clinical experiences.

3. If the background check indicates a criminal history, the clinical agency will be notified and will determine whether or not to allow the student to participate in clinical experiences at that agency.

4. If the student is unable to participate in clinical experiences, the student will not be able to complete clinical course requirements, and, therefore, will not be able to meet requirements to complete the nursing program.

5. Students will be required to complete a Statement of Criminal Record form each year to indicate any changes that have occurred related to the criminal record. The completed form will be kept in a separate file in the Office of Student Services under double lock. In addition, students may be required to repeat the criminal background check for cause.

6. Students who are charged with or convicted of a crime may be subject to dismissal, suspension, or lesser disciplinary sanctions.

Standards of Professional Practice

All students in the West Virginia University School of Nursing are expected to uphold and demonstrate professional and personal moral standards as defined and described in the following documents:

- The West Virginia Code and Legislative Rules; Section 30-7 and Title 19
- West Virginia University Board of Governors Student Conduct Code
- West Virginia University Board of Governors Student Rights and Responsibilities
- American Nurses Association Standards of Practice
- American Nurses Association Code for Professional Nurses
Students are expected to (1) abide by federal, state, and local statutes and ordinances, both on and off campus; (2) refrain from behavior that is incompatible with the responsibilities and values of the nursing profession; and (3) follow the specific rules of conduct established in the above documents.

Students who engage in illegal or immoral acts or activities or who exhibit unprofessional conduct which directly or indirectly endangers the health or well-being of another individual or themselves will be subject to disciplinary action. Such action may include probation, suspension or dismissal from the program. The West Virginia Board of Examiners for Registered Professional Nurses requires that the program report misdemeanors or felonies, and that applicants for licensure undergo a criminal background check and provide an explanation of any criminal incident. Depending on the Board’s action, applicants for licensure may be barred from taking the NCLEX or their license may be restricted.

Standards of Professional Practice Policy

The student is expected to practice with responsibility and accountability as a professional nursing student. The ultimate goal of nursing practice is to promote health while preventing harm to others. The School of Nursing believes that this goal will be attained if the student’s daily nursing practice is guided by the Standards of Professional Practice. These standards reflect minimum acceptable professional conduct.

A. The role of the professional nurse involves demonstrating attitudes, values, and behaviors consistent with professional nursing practice. Behavior in conflict with professional nursing practice is inconsistent with professionalism and will not be tolerated.

B. Unprofessional behaviors consist of actions that do not demonstrate the minimum behaviors described as acceptable nursing practice. Incidents may be a single event of serious nature or a pattern of behaviors. Professional Standards include but are not limited to:

1. Maintain Professional Integrity
2. Practice within boundaries of the nursing student role.
3. Comply with the policies and procedures of the School of Nursing, course syllabi, the agency in which the clinical experience is offering, and with the appropriate Nursing Standards of Practice established by the West Virginia Board of Nurse Examiners for Registered Professional Nurses.
4. Behaviors consistent with expectations outlined by the 5 core competencies. (Critical Thinking, Nursing Interventions, Professionalism, Caring, and Communication). For nursing courses, the failure in any of the core competencies would be a violation of the Standards of Professional Practice.

C. In class, clinical, and outside the classroom or clinical area students must not engage in:

1. Disorderly conduct
2. Theft or damage of property
3. Disruption
4. Hazing
5. Unlawful discrimination
6. Behavior or conduct that demonstrates a lack of personal qualities necessary for the practice of nursing
7. Behavior or conduct adversely reflecting upon the nursing profession or the School of Nursing

Students engaging in prohibited conduct are subject to disciplinary action by the School of Nursing. Students who are charged with or convicted of a crime may be subject to dismissal, suspension, or lesser disciplinary sanctions.

Because of the serious responsibilities of the nursing profession and the necessity to maintain public trust in the profession, students face disciplinary action by the School of Nursing if they abuse alcohol or
drugs, consume illegal drugs, or possess, distribute or sell drugs illegally.

D. Disciplinary Sanctions

Disciplinary action by the School of Nursing will be commensurate with the severity of the infraction. Sanctions imposed by the Dean or the Dean’s designee may include but are not limited to the following:

1. Disciplinary dismissal from the School of Nursing.
2. Disciplinary suspension from all institutional activities for up to one academic year.
3. Disciplinary probation for up to one academic year, which may carry with it the loss of privileges, such as disqualification from scholarships and grants, and the exclusion from special programs. Students on disciplinary probation are not allowed to hold office in student organizations.
4. Course failure.

Disciplinary sanctions may be tied to enrollment in counseling programs and close supervision for compliance with School of Nursing standards.

Procedure

All students in the BSN Program will receive a copy of the Standards of Professional Practice Policy at the time of the first sophomore nursing class. In this first sophomore course in the School of Nursing the Standards of Professional Practice and the Professional Standards Policy will be reviewed with the students. Students will be required to sign the Undergraduate Nursing Handbook signature page which includes the Standards of Professional Practice and the Professional Practice Policy. Signing the signature page indicates the student has read and understands the content of the Undergraduate Nursing Handbook. A copy of the signed statement will be kept in the student's academic file in the Student Services Office.

At the beginning of each subsequent nursing course, the course coordinator will review the Standards of Professional Practice and the Professional Practice Policy with the students.

Failure to abide by these standards and policy will result in disciplinary action as described in the following process.

Procedure for Violations of Standards of Professional Practice in the Classroom or Clinical Setting

Written documentation related to the Violation of Standards of Professional Practice will be distributed to the Associate Dean for Undergraduate Academic Affairs, the academic advisor, the student, the student’s file, and the faculty initiating the action.

1. An immediate verbal warning on the day of the incident shall be given to the student by the faculty member who identified the incident resulting in violation of the standards.
2. At the discretion of the faculty member who identified the violation, the student may be dismissed from the clinical setting or classroom. Grading and make up learning experiences in relationship to the incident will be in accordance with the individual clinical/theory course requirements contained in course syllabi. The faculty may suspend student participation until resolution of violation or adequate remediation has been completed and documented.

Certain behaviors will not be tolerated and will constitute a failing grade regardless of the date of occurrence. These behaviors include:

**Unprofessional**
- Unauthorized use or disclosure of confidential information
- Failure to maintain professional boundaries
- Threatening behavior or harassment
- Commitment of an act which could adversely affect the physical or psychological welfare of a patient
- Abandonment of patients by terminating responsibility for nursing care without properly notifying appropriate personnel and ensuring the safety of patients
- Practicing beyond the scope of the student role
- Refusal to follow appropriate directives or instructions from faculty or nursing personnel
- Intentional failure to perform assigned work
- Intentional violation of clinical agency policies

**Unethical**
- Dishonest behavior, including but not limited to giving false reports, falsifying documentation, theft
- Willful misuse, destruction, or damage to property

**Unsafe**
- Reporting for clinical or practicing nursing when not fit for duty due to the use or abuse of alcohol, drugs, prescription medicines or other controlled substance.
- Possession of alcohol or illegal drugs or drug paraphernalia while on duty.
- Practicing nursing while the ability to safely and effectively practice is compromised by physical or mental disability or lack of sleep
- Being unprepared to safely and effectively care for assigned patient(s)

3. The student has a right to consult with his/her academic advisor, course coordinator, or any other faculty member of his/her choice regarding any violation of the Standards of Professional Practice. The rights of the student will be safeguarded as set forth in the West Virginia University School of Nursing Student Handbook and the WVU Catalog.

4. The incident and recommendation for follow-up remediation shall be documented by the faculty member on the violation of Standards of Professional Practice Incident Report Form. This form must be given to the student no later than prior to the beginning of the next day of clinical/course experience.

5. The form shall be reviewed with the student by the faculty member, at which time, the student will sign, receive a copy of the form, and may write a response.

6. The Violation of Standards of Professional Practice Incident Report Form will then be forwarded to the Associate Dean for Undergraduate Academic Affairs for review no later than the day following distribution to the student. Further action may be taken at the discretion of the Associate Dean for Undergraduate Academic Affairs. Repeated student violations of standards may warrant dismissal from program. The Associate Dean for Undergraduate Academic Affairs will distribute signed copies of the form to all parties involved.
7. The Associate Dean for Undergraduate Academic Affairs will check for previous student violations and if a pattern of behavior is detected the student will meet with the Associate Dean.

8. The faculty initiating the Professional Practice Incident Report form will communicate the incident to the current and subsequent course coordinator.

9. It is the student’s responsibility to provide a written report to the faculty member who issued the violation following the time frame indicated on the incident report. The report should include follow-up activities completed based on faculty recommendations using the Student Follow-Up Report Form in response to those made on the Incident Report. The faculty member will forward the signed copies of the report to the Associate Dean for Undergraduate Academic Affairs who will distribute to involved parties.
Violation of Professional Practice Incident Report

Student: _________________________________

Faculty: _________________________________

Date: _________________ Time: ______________ Location: _________________

Description of Incident:

Student Response:

Remediation Requirements and Time Frame

Student Signature: ____________________ Date:____________________

Faculty Signature: ____________________ Date:____________________

Associate Dean (or designee)

Signature:________________________________ Date: ____________

Cc: Academic Advisor
    Student
    Associate Dean for Undergraduate Academic Affairs
    Advising File (Original)
    Faculty Initiating Report
Student Follow-Up Incident Report Form

Student: ___________________________ Date: __________________

Faculty: __________________________

Date of Incident: _________________ Time of incident: _______________

Location: ________________________ Date Report Due: _______________

Student Description of Progress on Remediation Requirements:

Faculty Evaluation/Recommendations:

Student Signature: ________________ Date: ________________

Faculty Signature: ________________ Date: ________________

Cc:  Academic Advisor
     Student
     Associate Dean for Undergraduate Academic Affairs
     Advising File (Original)
     Faculty Initiating Report
Drug & Alcohol Testing Policy

1. The WVUSON has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for patients. Any student under the influence of drugs or alcohol during a clinical experience may pose serious safety and health risks, not only to themselves, but to all those who work with them and to patients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol in the clinical agency, poses an unacceptable risk for unsafe patient care.

2. Any registered nurse who is aware that another person has violated the WV Nursing Code and Legislative Rules 19-3-14, 14.1.b, is obligated to report the person to the WV Board of Examiners for Registered Professional Nurses for consideration of disciplinary action. Therefore, WVUSON faculty, students, and agency RNs are required to report any suspicious behavior and arrange drug and alcohol testing.

3. Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:
   a. Slurred speech
   b. Odor of alcohol on breath or person
   c. Unsteady gait
   d. Disoriented or confused behavior
   e. Significant changes in work habits
   f. Observed behaviors indicative of hallucinations
   g. Unexplained accident or injury
   h. Sloppy, inappropriate clothing and/or appearance
   i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
   j. Excessive sick days, excessive tardiness when reporting for clinical or class
   k. Missed deadlines, careless mistakes, taking longer than customary to complete work
   l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
   m. Performance (unsafe practices, unsatisfactory work)
   n. Alertness (change in alertness, sleepy, confused)
   o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
   p. Eyes (bloodshot, dilated)
   q. Other clinical observations consistent with impairment

4. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (3a-q) in the clinical environment.

5. Drug testing may be required for any student who demonstrates suspicion of substance abuse impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager or administrator and the Dean of WVUSON, or the Dean’s representative.

6. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.

7. Noncompliance with requests for drug and alcohol screening from a student who demonstrates
suspicion of substance abuse impairment will be viewed as a violation of the WVUSON Drug and Alcohol Testing Policy. The student may be subject to dismissal from the nursing program.

8. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol. Non-acceptable and Acceptable values for lab results will be determined according to the agency policies. Collection procedures will adhere to the required “chain of custody” protocol as indicated by the assigned clinical agency.

9. The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member, assigned preceptor, or approve WVUSON representative, who will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.

10. Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual. Under no circumstances will the student be allowed to drive home. Arrangements will be made so that the student will be at home after the incident with another individual.

11. The student who is suspected of substance abuse impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel of committees designated by the WVUSON.

12. The student’s confidentiality will be strictly maintained. The test results will be communicated only to the student, the WVUSON Associate Dean for Undergraduate Academic Affairs, the physician reviewing the results with the student, and the WVUSON Dean.

13. Records will be maintained in a separate file by the WVUSON in a secured area. Requests for information will require a court order or may be released by the student’s signed written consent and liability waiver.

14. Any violation of this policy by a student will result in disciplinary action including dismissal from the nursing program.

15. WVUSON recognizes that chemical dependency is an illness that can be treated. Assistance for students who are dependent on a chemical substance is available through WVU.

**Drug & Alcohol Testing Directions for Faculty**

1. The faculty member or assigned preceptor will have another faculty member or agency staff member to confirm that the suspicious behavior is a result of substance abuse impairment.

   Reasonable suspicion of substance abuse impairment is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:

   a. Slurred speech
   b. Odor of alcohol on breath or person
   c. Unsteady gait
   d. Disoriented or confused behavior
   e. Significant changes in work habits
   f. Observed behaviors indicative of hallucinations
   g. Unexplained accident or injury

32
h. Sloppy, inappropriate clothing and/or appearance
i. Physically assaulative, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
j. Excessive sick days, excessive tardiness when reporting for clinical or class
k. Missed deadlines, careless mistakes, taking longer than customary to complete work
l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
m. Performance (unsafe practices, unsatisfactory work)
n. Alertness (change in alertness, sleepy, confused)
o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
p. Eyes (bloodshot, dilated)
q. Other clinical observations consistent with impairment

2. The student who is suspected of substance abuse impairment will be asked to leave the area and go with a faculty member/assigned preceptor, and a witness (agency staff member) to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.

3. Faculty will contact WVUSON Student Services office, if possible, to assist with accompaniment of student to lab and during testing. The student will be accompanied to testing site by WVUSON faculty/assigned preceptor or approved WVUSON representative. Agency policy will be followed as required.

4. The student who is suspected of substance abuse impairment will submit appropriate laboratory specimens in accordance with the Drug & Alcohol Testing Policy and related clinical agency policies.

5. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.

6. The student who is suspected of substance abuse impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committees, as designated by the WVUSON.

7. If the laboratory test is negative, the student will be allowed to return to clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).

8. If any one laboratory test is positive for substances, the decision may be any of the following: warning, referral for medical evaluation, or immediate dismissal from the program.

9. Student confidentiality will be maintained at all times.

**Requirements for Faculty Reporting “Reasonable Suspicion” of Drug/Alcohol Use**

1. State date and time you contacted Student Services office (include name of contact), if possible.

2. Write Violation of Safe Standards of Clinical Practice Incident Report and include student name, date, and time of observations.

3. Include any behavioral, visual, olfactory or auditory observations that constitute reasonable suspicion. Observable signs might include, but are not limited to:
a. Slurred speech
b. Odor of alcohol on breath or person
c. Unsteady gait
d. Disoriented or confused behavior
e. Significant changes in work habits
f. Observed behaviors indicative of hallucinations
g. Unexplained accident or injury
h. Sloppy, inappropriate clothing and/or appearance
i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
j. Excessive sick days, excessive tardiness when reporting for clinical or class
k. Missed deadlines, careless mistakes, taking longer than customary to complete work
l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
m. Performance (unsafe practices, unsatisfactory work)

4. List unexplained absences or tardiness.

5. Include if student admitted to use of drugs/alcohol.

6. Describe if drugs/alcohol were discovered on student and provide detailed listing.

7. List reports of complaints of student behavior from nursing personnel, patients/family, or other students.

8. List witnesses to behavior and witness that accompanied faculty and student to private location. (See #2 under Directions to Faculty.)


10. Sign and date report.

11. Send copy of report to Associate Dean for Undergraduate Academic Affairs office within 24 hours of incident.

12. Forward any recommendations of discipline to the Associate Dean
Consent Form for Alcohol, Drug, & Substance Testing

I hereby consent for the agency’s laboratory to collect blood, urine, or saliva samples from me to conduct necessary medical tests to determine the presence or use of alcohol, drugs, or controlled substances. Further, I give my consent for the release of the test result(s) and other relevant medical information to the WVUSON Dean, and WVUSON Associate Dean for Undergraduate Academic Affairs. I also understand that if I refuse to consent, I may be subject to disciplinary action which could include dismissal from the nursing program.

AGREED TO:
_____________________________ Student ______________________ Date

_____________________________ Witness _____________ Date

REFUSED:
_____________________________ Student ______________________ Date

_____________________________ Witness _____________ Date

Reason for refusal: _____________________________________________

Copies of completed form to:

Student
Faculty/Preceptor
Agency
WVUSON Student Services
Health Sciences Center Blood/Bodily Fluids Policy & Requirement

Weekday Exposures

Between the hours of 7:30 a.m. and 4:30 p.m., all WVU employees and students who have or may have been exposed to needle-sticks or other incidents involving blood or body fluid, must immediately report the incident to Employee Health, Ruby Memorial Hospital.

If another person (the source person) is involved in the exposure incident, this individual must be evaluated and strongly encouraged to proceed immediately to the third floor of the Physicians Office Center (POC) for the appropriate laboratory tests. If the source person is an in-patient, appropriate testing will be done, as per the needle-stick protocol at WVUH.

Off Hours Exposures

After 4:45 p.m. or during weekends and holidays, students or WVU employees must go immediately to the emergency Room/Trauma Center of WVU Hospital for medical evaluation.

If another person (the source person) is involved in the exposure incident, this individual must also go immediately to the Emergency Room/Trauma Center of WVU Hospital for medical evaluation. If the source person is an in-patient, appropriate testing will be done, as per the needle-stick protocol at WVUH.

An exposure incident is defined as follows:

• Injury with a contaminated sharp object (e.g., needle-stick, scalpel-cut).
• Spills or splashes of blood or other potentially infectious material onto non-intact skin (e.g., cuts, hangnails, dermatitis, abrasions, chapped skin) or onto a mucous membrane (e.g., mouth, nose, eye).

If a student has an exposure to blood/bodily fluids as described above, the student must first wash the injury site with soap and water, and immediately notify the faculty or preceptor.

NOTE: All nursing students are required to participate in Bloodborne Pathogens training prior to clinical experiences
Policy for Professional Appearance for Nursing Students

Health Sciences students, staff, and practitioners are required to place a high value on personal appearance, including attire. The reasons are rooted in concerns for infection control, communication, and cultural sensitivity. This document sets forth standards for dress and appearance necessary to meet the service and safety objectives of placing patient welfare first and the educational objectives of preparing the student to assume the role of a professional health care worker. Patient trust and confidence in the health care provider are essential to successful treatment experiences and outcomes. The message communicated by the caregiver by his/her dress and appearance plays a fundamental role in establishing this trust and confidence. Students should consider the cultural sensitivities of their most conservative potential patients and present themselves in a manner that will earn their respect, ensure their trust, and make them feel comfortable. Recent trends in clothing, body art, and body piercing may not be generally accepted by your patients, and should not be worn by nursing students.

The following guidelines help prepare the student to establish a successful caregiver-patient relationship. These guidelines address classroom, clinical experiences and what is prohibited for both. Please note that if the dress code for a particular agency differs from that of the SON, agency guidelines take precedence.

I. Classroom Requirements:

The following guidelines apply for all School of Nursing classes (including pre-planning) and School of Nursing sponsored activities such as awards ceremonies, Community Health Fairs etc:

1. Good personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants/antiperspirants, and regular dental hygiene.
2. Hair should be neat, clean, and of a natural human color.
3. Clothing should be clean, professionally styled and in good repair.
4. Women: skirts of knee length or slacks.
5. Men: slacks and shirt.

II. Clinical Regulations:

When patient contact is part of the educational experience, students are expected to dress professionally (refer to guidelines below). This includes instances of actual patient encounters in the hospital and other clinical sites, as well as preplanning activities at clinical sites where professional dress is required. This means that if a student is going to preplan from class, they must be professionally dressed, i.e., no jeans. Neat, clean and professional attire and a name tag are minimal requirements. Avoid dress or attire that could be potentially offensive to the public, your peers, patients and faculty.

A. General Standards

1. Health Sciences Center name tags or badges are worn at all times.
2. Avoid distracting perfumes or colognes (may precipitate allergies or sensitivities).

B. Hair maintenance

1. Hair should be restrained off the face and out of the eyes to avoid possible wound contamination.
2. Shoulder length hair must be secured to avoid interference with patients and work.
3. Avoid scarves or ribbons (unless culturally appropriate).
4. Beards/mustaches must be neatly trimmed.

C. Jewelry
   1. Keep jewelry at a minimum (represents potential for cross-infection).
   2. The following are permitted: a watch, an engagement and/or wedding ring, one pair of small earrings (large earrings are distracting and may be pulled through the ear), academic pins, other pins, badges, or insignias which represent an award, modest bracelets and necklace chains. Appropriate holiday pin during the holiday is suitable.

D. Body piercings and tattoos
   1. No visible body or tongue piercing is allowed other than ear piercing.
   2. Tattoos must be covered as much as possible.

E. Dress, Shoes, and Hand Care
   1. All students should wear a clean, blue lab coat over their clothing with the SON patch on the shoulder for preplanning.
   2. Shoes must be comfortable, clean and in good repair. Sandals or open toed shoes, high-heeled or canvas shoes are prohibited in clinical areas (blood or needles may penetrate the fabric). Shoes should be worn with socks or hose that cover any exposed part of the leg or foot.
   3. Fingernails should be clean and of short to medium length, no longer than a quarter inch past the end of the finger. Nail polish, if worn, must be free of chips and cracks. Artificial nails are prohibited (source of cross-infection).

F. Clinical Dress
   1. A white dress or pant suit uniform that is clean, neat, without stains or wrinkles, and smoke free is required for all clinical nursing experiences. Navy pants, in lieu of white pants, are permitted with a pants suit.
   2. A WVU SON patch must be displayed on the top left sleeve.
   3. Skirt length must touch the knee and the fit must be modest and allow for comfortable ease of movement.
   4. Appropriate white undergarments are required and must be undetectable through the white uniform.
   5. White or skin tone hosiery should be worn when in uniform. No footies or colored socks are permitted with pantsuits.

G. Scrub Suits
   1. These are to be worn in specific patient care areas only (e.g., OR, PAR, BMTU, MICC).
   2. They are the property of the hospital and are not to be defaced, altered or removed from the hospital.
   3. If a scrub suit must be worn outside these areas (e.g., to the cafeteria), it must be clean and then covered with a clean lab coat. Shoe covers, masks, and hair covers must be removed before leaving the clinical area.
   4. Stained or soiled scrub suits must be changed as soon as possible (source of contamination).

III. Prohibitions for Classes and Clinical Experiences:
   1. Shorts.
   2. Midriff tops, tee shirts, halters, translucent or transparent tops, shirts or tops with
plunging necklines, tank tops or sweatshirts.

3. Buttons or large pins (could interfere with function, transmit disease or be grabbed by the patient).

4. Visible body tattoos or visible body piercing (including tongue rings).

Failure to adhere to these policies will result in dismissal from class or clinical by the instructor. There may be specific clinical settings where alterations of this policy may be changed at the approval of the faculty.

**HIPAA Training Requirement**

All students enrolled in the West Virginia University School of Nursing Program are required to provide verification or complete training on the Federal Law – Health Insurance Portability and Accountability Act (HIPAA).

Training is available on SOLE and must be completed no later than the end of the first week of nursing classes and prior to beginning clinical experience.

**Social Media**

Social media platforms such as Facebook and Twitter are helpful tools to promote the University and share information with colleagues and friends. In order to help you use social media in a way that best represents you and the institution, WVU has updated its institution-wide social media guidelines for students and University employees. The guidelines, which are available for review here: [http://web.ur.wvu.edu/policies_and_guidelines/social_media](http://web.ur.wvu.edu/policies_and_guidelines/social_media) apply to all units of the University, including the regional campuses, the Health Sciences Center, and Extension.

Faculty, employees, and students at the West Virginia University Robert C. Byrd Health Sciences Center (HSC) also must abide by the HSC Information Technology Services Guidelines, found here, [http://www.hsc.wvu.edu/Admin/HSC-Policies-Guidelines/HSC-Social-Media-Guidelines](http://www.hsc.wvu.edu/Admin/HSC-Policies-Guidelines/HSC-Social-Media-Guidelines), as these guidelines contain vital information relating to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

**Fees, Expenses, Housing, Transportation**

Students enrolling at the Morgantown campus pay the fees shown in the WVU Health Sciences Center Catalog charts, plus special fees and deposits as required. Students enrolling at other sites pay the fees shown in the catalog for that site. Fees are subject to change without notice. Students’ expenses vary widely according to the course of study and individual needs. Students are expected to provide their own transportation, equipment and instruments for the clinical courses. Specific immunizations, including hepatitis B, are required.

Information concerning financial assistance and application forms may be obtained by visiting or writing the HSC Financial Aid Office, Health Sciences North, P.O. Box 9810, Morgantown, WV 26506-9810, telephone 304/293-3706. Email: www.hsc.fin@wvu.edu/
The University Housing and Residence Life Office, G-18 Towers (phone 304-293-3621), provides information concerning University-owned housing. The Student Life Office in Moore Hall (phone 304-293-5611) provides information concerning privately owned, off-campus housing.

Financial Aid Information

The School of Nursing at West Virginia University has available limited scholarships for its students who may have difficulty financing their education. These nursing scholarships are awarded based on merit and need and are administered by the University’s Student Financial Aid Office. West Virginia University believes that the primary responsibility for financing education lies first with the student and their family (parents or spouse). However, when the total resources they can provide are not sufficient to meet expenses, the University as a third partner, will do all possible to assist so that the student will not be denied an education. In determining the amount of financial assistance a student may receive, the following are considered: 1) the income, assets and resources of the student and his/her family; 2) support available to the student from other sources such as grants, scholarships, veterans benefits and repayable loans; and 3) the costs reasonably necessary for full-time attendance. The Free Application for Federal Student Aid (FAFSA) is required by West Virginia University for financial aid consideration. To request an application, please contact:

West Virginia University
Financial Aid Office
Robert C. Byrd Health Sciences Center
P.O. Box 9810
Morgantown, WV 26506-9810
304-293-3706

See Financial Aid Office web site at www.hsc.wvu.edu/fin/ for a complete list of WVU scholarships available for Nursing students and other financial aid information.

Student Rights Under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect.

The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the
record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

{Optional} Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. [NOTE: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Complete information is available at http://ferpa.wvu.edu.

PARENT/GUEST PORTAL
- A student can create a proxy (or guest) account for their parent(s), and then authorize the parent to view a variety of information, including:
  - Account summary, including the ability to make a payment
  - Financial aid information
  - Holds that prohibit registration
  - Course schedule
  - Mid-term and final grades
  - Housing and meal plan information
  - View addresses (e.g. mailing address, permanent address, etc.)

Additional Information
- Parent/Guest Portal website - http://parent-guest.portal.wvu.edu
  - Instructions, videos, and FAQs will be added soon.
- Recorded WebEx demo (approx. 37 minutes)
  - Demonstrates changes to the current FERPA form and process
  - Demonstrates how a student creates a proxy (guest) account
  - Demonstrates a parent's use of the portal
Questions

- Students and parents should contact the OIT Help Desk at 304.293.4444.
- Faculty and staff with questions regarding the use of GPAPRXY should contact Student Systems Management at 304.293.4545.
- Questions about FERPA should be directed to the General Counsel’s Office.

If the student wishes to release additional information to the parent for records/information from the School of Nursing, the student will complete a separate release form.
FERPA One Time Use Form

Family Educational Rights and Privacy Act Release

Please print:

Student Name: ___________________________ Last ______ First ______ Middle ______

Address: ____________________________ Street ____________________________

City ____________________________ State ______ Zip __________

Phone: _____-____-____-____ ext. _____-____-____

Student ID: ______-____-____-____ Date of Birth: ______-____-____

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. I understand that (1) I have the right not to consent to the release or disclosure of my education records; (2) I have the right to inspect and review such records upon request; and (3) this consent to release or disclose shall remain in effect for this one request only or sooner, if revoked by me, in writing, and delivered to the person at the office named below. Any disclosure of information made by WVU prior to expiration or receipt of revocation is not affected by expiration or revocation. I further understand that in order for WVU to release information to the recipient named below, this release must be signed. Therefore, I, the undersigned, expressly authorize the official/office identified in Section 1 to release my education records which are identified in Section 2 to the person/entity identified in Section 3.

1. WVU OFFICIAL(S)/ OFFICE(S) WHICH MAY RELEASE EDUCATION RECORDS –

   University Official(s)/ Office(s): __________________________________________________________

2. DESCRIPTION OF THE EDUCATION RECORDS WHICH MAY BE DISCLOSED –

   __________________________________________________________

3. RECIPIENT OF EDUCATION RECORDS –

   Person/Entity Receiving Records: _________________________________________________________

   Address1: __________________________________________________________

   Address2: __________________________________________________________

   City, State: ____________________________ Zip: ______

   Phone: ____________________________

_________________________________________ Student Signature ____________________________ Date

Submit this Form to the Office Identified in Section 1 with Picture ID.

For WVU Use Only:

Received by ____________________________ Date ____________________________

Type of Picture ID ____________________________

Rev. 2009-05-28 – Legal – GF
Transient Credit Policy & Procedures

**Policy**

1. Students must have a cumulative grade point average (GPA) of 2.0 or better to be eligible to enroll for courses at another institution as a transient student.

2. Students are strongly discouraged from taking transient work during the semester in which they expect to graduate. Transient work in the final semester may delay graduation due to possible delays in receiving transcripts from other institutions.

3. It is the student’s responsibility to have an official transcript sent to the WVU Office of Admissions at the completion of each semester in which transient work is completed.

**Procedure**

1. Students wishing to take a course at an institution other than WVU must complete an Undergraduate Transient Application prior to enrolling for the course. The form is available from the Office of Student Services or any Admissions Office.

2. The student should obtain a schedule of courses from the college of choice. Course descriptions should also be obtained from the college if a catalog is not available.

3. Students should review the possible choices with their advisor who will review the advising folder to validate that the chosen course meets the students’ academic progression needs.

4. The advisor will complete the current GPA blank on the application and validate that the rest of the form is complete. No more than one school may be listed on a form and the address for the chosen school must be complete.

5. The advisor signs and dates the form and forwards it to the Student Services Office or Chairperson's Office, Charleston Division, for the Dean's signature.

6. A copy of the form is placed in the student’s advising folder and the original is forwarded to the Office of Admissions.

7. You must make arrangements to be admitted and enrolled at the institution where you will be taking the course. Remember to take ONLY the course(s) for which you have been approved. If you want to take other courses, you must get permission from your advisor and complete another form.
Undergraduate Student Workload Policy

A student enrolled in the School of Nursing is expected to give priority to the demands of the required classroom and clinical experiences. This includes adequate study and preparation time. Time spent working can interfere with the time needed for these requirements.

Therefore, the School of Nursing strongly discourages undergraduate nursing students from working in excess of 20 hours per week when enrolled for 12 or more credit hours. As the number of enrolled credit hours increases above 12, the number of hours worked should decrease below 20. If a student chooses to work, the hours worked are not an excuse for failing to meet academic and clinical performance standards and schedules. Students may not work a shift immediately prior to reporting for clinical rotations. Students are encouraged to take advantage of all opportunities for financial aid, including grants, scholarships, and educational loans, in order to reduce and/or eliminate the need to seek employment while enrolled in the School of Nursing.

Academic Advising Guidelines

I. Philosophy of Advising

Students enter West Virginia University School of Nursing with varied backgrounds and motivating factors. To maintain the standards of the school and to serve the best interest of each student, academic advising by professional advisors or faculty is provided for every semester of enrollment. The Office of Student Services is responsible for management of those processes related to admission, progression, and graduation of students, including the advising process.

II. Purpose of Advising

The purpose of academic advising is to assist the student in his/her academic progression during the period of student enrollment.

III. Assumptions and Beliefs

The following assumptions and beliefs about advising are important to the academic advising process at West Virginia University School of Nursing.

- The assigned academic advisor or a member of the Student Services Office staff provides academic advising.
- Advising about non-academic concerns shall be provided ONLY by mutual agreement between the student and the advisor.
- Advising is characterized by collaboration between advisor and advisee in exploration and selection of alternatives in meeting student’s academic needs.
- It is believed that the student-advisor relationship benefits the student because the relationship:
  a. Helps in the development of the student as an individual;
  b. Motivates the student through expression of individual needs;
  c. Maintains continuity of advising;
  d. Helps in obtaining academic goals through an understanding attitude;
  e. Allows the student to receive practical advice and/or professional advice;
  f. Provides an advocate for the student within the academic system;
  g. Assists in making employment contacts after the student has graduated;
  h. Assists the advisor in writing letters of recommendation.
IV. Requirements

1. Students are required to meet with the advisor every semester prior to registering for courses for the subsequent semester.
2. Students must meet with the advisor during the final semester before graduation in order to complete the Senior Reference form.
3. Students may also meet the advisor as needed.

Student Services Guidelines

The official student record is maintained in the Student Services Office.

Only Student Services Office personnel are to remove files from or return files to the file cabinets. (Morgantown site)

Student Files may be signed out to an advisor for up to 48 hours (two working days). A secretary or the student may get the file for the advisor. (Morgantown site)

Advisors are responsible for providing documentation of student contacts for the file, in writing or via e-mail.

All forms pertaining to students must be processed through or copied to the Student Services Office, (e.g. L.O.A., grade modification, application for graduation, etc.)

A student’s address, e-mail, or telephone numbers are not to be released outside the School of Nursing without the student’s permission.

A message of the week is posted to each student’s MIX e-mail account on a weekly basis. This is the primary means of notifying students of changes in policies and procedures, as well as informing students of upcoming events. Students are responsible for information contained in the message.

Graduation with Honors Policy for Undergraduate Program

(See West Virginia University Undergraduate Catalog: Graduation with Honors.)

Students who meet University and School of Nursing requirements for graduation will be considered for honors designation under the following approved University policies:

GPA for honors is based on all baccalaureate-level college work attempted through the next to the last semester or through the last semester, whichever GPA is higher. This includes transferable baccalaureate-level college work attempted at all regionally accredited higher education institutions. Credit hours with a grade of P or S are not considered. Additionally, the GPA on WVU work must meet the requirements stated for the level of honors designated. If the WVU GPA indicates a lower level of honors, the WVU GPA will determine the level of honors.
Sigma Theta Tau International Honor Society

Sigma Theta Tau International is the honor society for nursing. In 90 years, the society has grown from the modest dreams of its six founding members to over 350,000 members who share a similar philosophy in pursuing excellence in nursing. With members spanning the globe in more than 90 nations, the society seeks to improve the health of people through expanding the scientific base of nursing knowledge through research and dissemination of information.

Sigma Theta Tau seeks to fulfill this mission through availing its members of unique resources and opportunities. Part of this initiative is the International Center for Nursing Scholarship, which houses the Virginia Henderson International Library, home of a state of the art, computerized compilation of the most recent nursing research. Additional benefits of membership include eligibility for grants to fund research endeavors and subscriptions to Reflections on Nursing: Leadership and Journal of Nursing Scholarship: Formerly Image: Journal of Nursing Scholarship. Through these resources and through various seminars and conferences, the society advances the profession and enhances the careers of the members, which comprise this elite organization.

Alpha Rho is the local chapter of Sigma Theta Tau at West Virginia University. Alpha Rho has initiated more than 750 undergraduates, graduates students, and community leaders since the inception of the chapter in 1966. The chapter is committed to fulfilling the society’s mission by inviting notable nursing leaders to share their insight on the latest trends in nursing. Alpha Rho also fosters scholarly inquiry by providing financial support of ongoing research and recognizing outstanding research efforts with an annual award.

Sigma Theta Tau continues the legacy of excellence by initiating members who exemplify the virtues valued by the society. Undergraduates are eligible for membership after completion of at least one-half of the nursing curriculum, generally in the spring of the junior year. Applying students must rank in the upper 35% of their graduating class in the School of Nursing or have a minimum 3.5 GPA, and demonstrate academic integrity. Additionally, applicants must submit two endorsements supporting their application for membership. For more information visit the Sigma Theta Tau website at: www.nursingsociety.org.

Student Nurses Association

The WVU SON has an active Student Nurses Association (SNA). All nursing students are invited to join the SNA.

The SNA’s purposes are:

1. To assume responsibility for contributing to nursing education in order to provide for the highest quality health care.
2. To provide programs representative of fundamental and current professional interests and concerns.
3. To aid in the development of the whole person.
4. To provide moral and academic support to allow pre-nursing students the opportunity to gain knowledge concerning nursing as a profession.
Nursing Student Community Service Guidelines

Definition of Community Service

A method under which students actively participate in organized service that is conducted in and meets the needs of community. It is monitored by their program/school at the Health Sciences Center and the community/agency representative. This service activity helps foster civic responsibility and may be integrated into and enhance the academic curriculum of the students.

Requirements

Community service is required of all Health Science students, including part-time and full-time undergraduate students. It is expected that a minimum of 25 hours will be completed during a student’s rural health experience, but only the community service, not the clinical or research activities, will count toward meeting requirements.

- Basic BSN students must complete 100 hours of community service. (20 hours of community service are earned in N411)
- During enrollment, RN to BSN students must complete 25 hours of community service.
- During enrollment, BS/BA to BSN students must complete 50 hours of community service (20 hours of community service are earned in N411)

Learning Objectives

1. To foster civic responsibility.
2. To enhance the hands-on learning experience of the student.
3. To assist the student in identifying and meeting health & social needs of the community.

Examples of Acceptable Community Service

(Note: These examples are not an all inclusive list of agencies and activities that are acceptable for community service.)

Activities

- Read-a-loud program at a school
- Health Education sessions in a school or community
- Visiting the elderly (i.e., Nursing homes, hospitals, etc.)
- Activities through churches, sororities, fraternities, etc. (i.e. Adopt-A-Highway)
- Working with youth soccer, baseball, basketball, etc.

Agencies

- Habitat for Humanity (building homes for people without shelter)
- Hospice
- Morgantown Health Right
- Soup Kitchen, Bartlett House, Meals on Wheels, etc.
- Child Life Program in a Children’s Hospital
- Ronald McDonald House
- Big Brothers/Big Sisters
- American Red Cross and Blood Donation Centers
- Salvation Army
- Christian Help
- Health Fair
- Asthma & Diabetic Camps
- Youth Development Camps (i.e. 4-H)
 Procedure

1. The student completes the community service under appropriate supervision.
2. A person in the community must sign-off indicating that the service was performed satisfactorily.
3. The student enters the community service hours in SOLE, at http://sole.hsc.wvu.edu.
4. The Student Services Office records approval in SOLE.
5. Students may receive community service hours for a donation of goods or money to a charitable organization. No more than 1 hour of community service may be earned for a donation, regardless of the size of the donation. One half hour may be earned for a donation of $5-10; one hour may be earned for donations of $10 or more. No more than 10% of community service hours may be earned through donations.
Undergraduate Handbook Signature Page

I have read and understand the information in the West Virginia University School of Nursing Undergraduate Handbook. I understand I will not be permitted to participate in clinical experiences unless I have read and signed this form.

Date_________________ Student Signature__________________________________________________________

Printed Name ____________________________________________